

WEST MINSTER PRIMARY FUNDING

	STRATEGY FOR CLOSING THE GAP:	AMOUNT FOR YEAR	DESIRED IMPACT	SUTTON TRUST RESEARCH BASE INFORMING STRATEGY	INTERIM IMPACT SUMMARY April 2016	FINAL IMPACT SUMMARY July 2016
		321222				
UNIVERSAL	Appoint 2 new AHOSs and continue to use 1 AHOS appointed in April 2015 (shared with RS) to lead on closing the gaps in reading, writing and maths across the federation in KS 1 and 2	145406	Gaps begin to narrow in writing and maths for West Minster.	*Highly qualified senior staff addressing the needs of the most vulnerable pupils *small group tuition impacts on collaborative learning *feedback and metacognition	AHOSs leading their respective teams monitoring and evaluating the work of class and intervention teachers and TAs, ensuring close focus on PP children.	Continuous and rigorous monitoring and evaluation shows that differences in attainment in writing and maths narrowed in most year groups.
UNIVERSAL	Breakfast Club continues to be subsidised to ensure all children who need it get a good start to the day	13359	PP children are not disadvantaged because of the school's high social deprivation index and as a result gaps narrow in Reading, writing and maths.	*Social and emotional aspects of learning *Extended school time	Teachers indicate improved preparedness and attitude for learning in sessions. Evidence of this is through reduction of red slips for poor behaviour.	On average over 50% of all children attending breakfast club on a daily basis during the year were PP children. This has, in turn led to increased percentage attendance for PP children; End of year results show difference in attainment in reading, writing and maths narrowed in most year groups (see data sheet); By the end of term 6, red slips minimal.
UNIVERSAL	Jonny Allams (Writing Consultant) commissioned to improve planning for writing across the federation	4263	Planning system for teaching writing is established and effective across the school and federation Gaps in writing narrowing for PP and non PP children at both schools	*feedback *Collaborative learning	Consistent planning for writing in place across the school and more creative opportunities for writing linked to topic work; Standard of writing in books and on display boards around school improving for all children.	Planning for writing embedded; The difference in attainment in writing in most year groups has narrowed (see data sheet); Further enhancement focussing on boy's writing introduced in July
UNIVERSAL	Educational visits and year 6 residential visit to Isle of Wight and whole school cultural visit to the panto at Christmas time continues as well as visitors such as Science Boffins, Music tutors and SNAP theatre in residence group	40802	Aspiration is promoted and a wider view of the world is promoted beyond the island amongst the children and our families Children use experiences gained to inform their learning back in the classrooms Greater opportunities for writing will improve writing outcomes for the children	*outdoor adventure learning *metacognition and self-regulation * Extended school time and arts participation	Wow visit to the panto at Xmas was first time a considerable number of our children had been off the island and for even more it was their first time in a theatre, so cultural aspiration is being built Year 6 residential trip to IOW booked for June Snap theatre group impacted well on topic writing and evidence of this in books and around school	A scheduled programme of enrichment activities for each year group led to wider learning opportunities, for example: all PP children attended Christmas Panto; All PP children in Year 6 were offered a free place on the IOW residential;
UNIVERSAL	Mini bus leasing X1 Mini bus driver and escort	6662	Mini bus used strategically to collect and take home children who are hard to reach in terms of attendance and lateness to improve attendance figures for PP children Mini bus used to ensure the children get greater access to off the island visits	*parental involvement and engagement *outdoor learning	Attendance and punctuality of targeted PP children improving; More visits are taking place and plans to spend PP monies again next year on acquiring two more mini buses to enable even more wow off the island trips and visits; targeted adults attended mini-bus training and all passed.	Differences between PP and non-PP have narrowed; Full use of mini-bus not only for targeted pupils to improve attendance, more opportunities for enriching activities have been provided, which links to the school vision and aims.
UNIVERSAL	Project Salus Support Officer	8767	Vulnerable pupils are able to learn effectively and are supported in dealing with issues that may be seen as barriers to their learning and progress; zero exclusions, bullying or racial incidents	*social and emotional aspects of learning	No exclusions this academic year for any children up to term 4; Support is impacting on overall behaviour of the children which is currently judged as good to outstanding; PSO has undertaken a programme of buddy training and implemented programmes around bullying and using restorative approaches.	No exclusions or racist incidents; Bullying-type incidents were successfully dealt with through restorative approaches. Project Salus officer recruited to Federation Inclusion Team (full time) from September 2016 to sustain and increase impact on SEMH issues.
UNIVERSAL/TARGETED	Inside Out	3042	Individual children who struggle to cope with the classroom are provided with strategies for self-calming. Children do not exit classes and motivation improves.	*Social and emotional aspects of learning	As above; teachers, parents and children speak positively about the support provided	Targeted children not excluded; reduction in reported behavioural incidents via red slips; children provided with self-help strategies.
TARGETED	Attendance Officer and family support worker	17589	PP Children's attendance improves children are on time ready to learn and well cared for.	*Parental involvement and engagement *Social and emotional aspects of learning	The attendance officer and FSW are developing their roles by making stronger links with other agencies such as Early Help and Island attendance officers, which will improve systems to identify and put in place appropriate support for vulnerable families.	Targeted interventions resulted in attendance overall meeting national expectation with minimal difference amongst PP children (School = 95% / PP = 93.4%).
TARGETED	Everybody Talks-John Doleman-SALT programme for EYFS and KS 1 + Nursery language Blast programme	8296	Nursery language baseline data established GLD Reading writing and communication continues to be above national and gap between PP and non PP children narrows	*EYFS intervention *Small group tuition	Baseline assessments carried out that confirm very low starting points in Nursery; Baseline to term 4 progress shows on track to meet National GLD.	Nursery language baseline screening showed that 68% of the children had below expected language levels on entry. End of Year data shows that Communication, reading and writing were all above National GLD.
TARGETED	Intervention Teachers	72203	Targeted teachers appointed to the year groups with the largest gaps in achievement based on the school's internal data gap analysis	*Small group tuition *Collaborative learning *feedback and meta cognition	Identified pupils have been receiving ongoing targeted support according to their levels in core subjects; Analysis of term 4 data indicates that those who were below expected attainment in term 1 are now either on the cusp of, or at expected.	End of year results show differences in attainment in reading, writing and maths narrowed in most year groups (see data sheet).
TARGETED	Brilliant Club programme	833	Target more able PP children to ensure they achieve their potential and achieve the higher progress and attainment levels	*summer school *Small group tuition *Meta cognition	First tranch of PP children selected and offered to take part in the programme. Those chosen were just at expected in reading, writing and maths.	PP children identified for the club all achieved above expected in reading, writing and Maths at the end of Year 5, and were all expected to take the Kent Test; The children graduated in London at the University of West Sussex in recognition of their achievements.
	GRAND TOTAL	321222				
	WEST MINSTER FUNDING	321222				
	diff	0				